**Academic Vocabulary**

### Criteria for identifying Tier 2 words:

1. *Importance and utility*: Words that are characteristic of mature language users and appear frequently across a variety of domains.
2. *Instructional potential*: Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.
3. *Conceptual understanding*: Words for which students understand the general concept but provide precision and specificity in describing the concept.

### Consider the following questions when determining which Tier 2 words to choose for instruction:

1. How generally useful is the word? Is it a word that students are likely to see often in other texts? Will it be of use to students in their own writing?
2. How does the word relate to other words or ideas that the students know or have been learning?
3. What does the word choice bring to the text? What role does the word play in communicating the meaning of the context in which it is used?

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| **Tier 2 Words** | **Word to teach? (Y or N)** | **Why or why not?** |
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Beck, I.; McKeown, M.; & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction.* New York, NY: The Guildford Press.